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ABSTRACT

This report provides information about educational programs for children of migratory agricultural workers in Utah. Migrant Education provides education and support services to children from preschool through high school and postsecondary education (ages 3-21), of migrant parents. The report summarizes eligibility requirements, recruitment efforts, the Migrant Student Record Transfer System, the focus of Migrant Education for early childhood and secondary education, and parent participation activities. It also lists school districts with which the state education agency (SEA) coordinates services. Programs are evaluated on-site by teams composed of representatives from various education programs and services at the SEA. The report lists the directors and locations for the 10 Migrant Education sites and provides descriptive and evaluative information about each site. The inservice training schedule and objectives are provided in chart form. The appendices contain charts and graphs concerning: (1) parent activities; (2) home contacts; (3) demographic data; (4) students served; (5) instructional services; (6) support services; (7) gains in developmental skills; and (8) achievement results. (KS)

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UTAH MIGRANT EDUCATION

EVALUATION 1992

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DECEMBER 1992

UTAH MIGRANT EDUCATION
ANNUAL SUMMER EVALUATION REPORT

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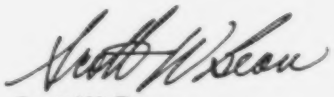
FOREWORD

This Evaluation Report is prepared under the authority of the United States Department of Education (Public Law 100-297).

While it is a Federal requirement to "conduct an evaluation of the Chapter 1, Migrant Education Program in the State . . . and make public the results of that evaluation," this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, nonacademic activities, observation, documentation of events, basic educational statistics with a special focus on preschool education, parent involvement and secondary education. Another important reason for evaluating progress is to give staff a sense of pre-assessment information so that the program can continue to provide the most effective instruction.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.



Scott W. Bean
State Superintendent
of Public Instruction

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THE MIGRANT EDUCATION PROGRAM

Migrant Education is a federally subsidized program for disadvantaged students of parents who are employed in seasonal agricultural work and move frequently to follow seasonal farm-work activity. Migrant Education supplements regular education programs for these children during the summer when agriculture is at a high level of activity. While the program is totally federally funded, in-kind matching from school districts is provided in various ways, such as transportation, use of support staff, availability of school buildings and other resources.

THE PURPOSE OF MIGRANT EDUCATION

Migrant Education provides education and support services to children of migrant parents. It is specifically designed to meet the individual special educational needs of children from preschool through high school and post secondary education (ages 3-21). Children of migrant parents have their education interrupted frequently as the families move from state to state. This mobility places these children at a distinct disadvantage in their school work, as well as in health and nutrition.

Some of the special services provided for these children include: health services, reading and math, career awareness, instruction in the English language, as well as social skills and adequate nutrition through special lunch and breakfast programs.

ELIGIBILITY

Children are determined eligible to participate in the Migrant Education Program if their parents are agricultural workers and employed in temporary or seasonal agricultural activities. "Currently Migratory" students must have moved from one school district to another within the last twelve months to receive priority consideration in the Utah program.

Children who have lived in the same area for twelve or more months and were served or would have been eligible to be served are "Formerly Migrant" and are eligible to participate in the program. After living in the same location for six years, however, the students are no longer considered to be migrant and are not eligible for migrant services.

The Certificate of Eligibility (COE) is the document used in Utah to identify eligible migrant children and to enroll them in the Migrant Student Record Transfer System (MSRTS) data bank. As a part of the "checks and balances" procedure, to ensure that all important information is handled as responsibly as possible, the State MSRTS Clerk/Recruiter reviews all COEs and provides ongoing training and inservice to local recruiters.

RECRUITMENT

The Utah Migrant Education program has consistently increased its enrollment due to the effective recruitment effort. At each of the sites, local programs hire and train individuals who canvas the areas to identify and enroll eligible migrant education students who move from state to state with their parents. This focus has resulted in a slow but continuous growth for the Utah program. Inasmuch as the state generates funding by the number of students identified and served, funding has also paralleled the increase of students served.

Utah has the potential of having students from all of the states in the nation. The largest percent, however, come from Texas, Arizona, and California, with a significant increase in the number who come directly from Mexico. Students who move regularly from state to state are served first in accordance with regulations and statutes.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The MSRTS is a national computer network which was created to facilitate the transfer of migrant student education and health records. As children enter Utah and are determined eligible for migrant programs, they receive a special MSRTS student identification number which is used in tracking them when they move to other locations or states. As data is gathered, such as enrollment, individual student progress, testing, health, skills and secondary credits, it is transmitted to the national data bank in Little Rock, Arkansas. When a migrant family moves, information is sent to their new school upon enrollment at the new school.

FOCUS OF MIGRANT EDUCATION

For the past several years, the main emphasis of the Utah Migrant Education program has been to provide appropriate educational activities for students and to focus on early childhood education, secondary education, and parental involvement. The SEA feels these continue to be important activities to be engaged in; therefore, the three thrusts will continue to be emphasized in the upcoming years.

Early Childhood Education

A high priority of the Utah Migrant Education program is to provide quality, age-appropriate educational services for preschool students. To secure the best services available, the Utah program met with appropriate officers at several universities with expertise in Early Childhood Education. These universities were: University of Utah, Weber State University, Brigham Young University, and Utah State University. The SEA felt that several entities could benefit from this collaborative approach; university students majoring in the field of Early Childhood Education would be provided the opportunity to work with students who are migrant, low income or minority, and represent different cultures and languages. The migrant education teachers and aides were trained in the latest practices and up-to-date preschool activities to use with the students enrolled in their classrooms.

Secondary Education

For the past three years emphasis has been placed on serving secondary students, grades nine and above. The direction is to identify local staff who are partially paid from migrant funds to function as a recruiter/liaison/advocacy person to assess the academic and support needs and to secure tutoring services, guidance and counseling, transportation, and other services that will assist the secondary students in completing their educational programs. At present, there is a staff member functioning in this role on a part-time basis at each of the ten migrant programs in Utah.

Secondary students who are behind in their credits, because of mobility, can work towards achieving a graduation diploma. Because of the importance of assisting secondary students in this endeavor, a national program of credit exchange and accrual has been developed so that these migrant students can meet graduation requirements. The Utah program is coordinating this service through the P.A.S.S. (Portable Assistance Study Sequence). This year a pilot project consisted of three school districts who participated in providing this service. Seven students were involved in using the program to make up incompletes or credits they lacked. Collaborative discussions and information sharing were conducted with the Program Coordinating Site in Beaverton, Oregon, and the National Secondary Credit Exchange and Accrual Project committee.

Parent Participation

Parent involvement is very important to the Migrant Program in Utah. This year the SEA conducted three PAC meetings to give parents information on learning activities they could use with their children at home. The first meeting was held in North Sanpete on June 17, 1992, the second in Ogden on June 23, 1992, and the last in Box Elder on June 29, 1992. Each Migrant Program involves parents through volunteerism, home visits and written notes to the home, PAC meetings and other meetings. Recruiters are especially involved with parents. They hold meetings for parents on how to work with their children. They meet with parents in their homes to discuss the good things the children do, as well as to discuss behavioral and other items. The SEA has worked this year to provide resources and support to local programs in this very important area.

Parents received information in the following areas: reasons for children participating in migrant education, program objectives and methods used, information, activities and training on how to work with their children at home, understanding program requirements, effective partnerships between the school and the home, opportunities to become informed about the program. Specific activities, as requested by the LEA or determined by response to school communications, were offered. (See Appendix 1)

SERVICES PROVIDED BY THE MIGRANT PROGRAM

In addition to education services, a continuing effort is made to coordinate with other programs and agencies to serve migrant children. Areas in which such coordination occurs include preschool facilities, nutrition, outreach and transportation, food services, medical and dental services. Some of the agencies with which the SEA has coordinated services include:

- Corazon Program for Cultural Enrichment
- Department of Economic and Community Development
- Family Health Services
- Farm Bureau
- Migrant Head Start
- Institute of Human Resource Development
- Office of Job Training for Economic Development
- The P.A.S.S. or Portable Assisted Study Sequence Program
- Program Coordinating Center
- RIF or Reading is Fundamental
- Rural Technical Assistance Center
- Statewide Medical Survey through Head Start
- Technical Assistance Center
- Utah State University
- University of Utah
- Weber State University
- Brigham Young University

HOW PROGRAMS ARE EVALUATED

On-site evaluations are completed each year during the operation time of each program. Teams visit each program and fill out an evaluation form developed from federal regulations and guidelines and on the LEA application form from each school. The staff at each Migrant Program site are given immediate feedback through a debriefing meeting at the conclusion of the visit. A formal letter outlining the findings is drafted and reviewed by the State Director of Migrant Education.

Team members are representatives from various education programs and services at the SEA. Teams this year consisted of the following staff members:

- Linda Alder, Specialist, Research and Development
- Richard Burbidge, Specialist, Chapter 1
- Shirley Cannon, Secretary/MSRTS Data Entry Specialist
- Boone Colegrove, Specialist, Social Studies/Curriculum
- Jay Donaldson, Director, Chapter 1
- Peggy Frisby, Utah Public Education Foundation/Volunteerism
- Les Haley, Specialist, Students at Risk
- Joyce Hansen, Specialist, Certification and Personnel Development
- Kenneth Hennefer, Specialist, Special Education
- Gail Johnson, Specialist, Project Assistance Services Section
- John Killoran, Specialist, Special Education
- Nancy Livingston, Specialist, Reading/Curriculum
- Gary Lloyd, Specialist, Utah Center for Families in Education
- Dale Sheld, Specialist, Special Education
- Jan Tyler, Specialist, Project Assistance Services Section
- Mary Ann Williams, Specialist for At Risk Students
- Karl Wilson, Specialist, Chapter 1

A special thanks to John Ross for conducting the testing inservice to assist Migrant Education staff in testing the students in our program. The intern for the Migrant Program for 1992 was Beth Rodriguez.

WHERE MIGRANT EDUCATION PROGRAMS ARE LOCATED IN UTAH

There are ten Migrant Education sites in Utah: Alpine, Box Elder, Cache, Davis, Iron, Jordan, Millard, Nebo, North Sanpete, and Ogden. Each provide migrant children with an educational program.

District	Director	On-site Coordinator/Address
Alpine	Victoria Anderson	Cherry Hill Elementary Karl Bowman 250 East 1650 South Orem, Utah 84057
Box Elder	Charles Woolums	Bear River Elementary John Madsen 5820 North 4800 West Bear River, Utah 84301
Cache	Chad Downs	Sky View High School Boyd Jensen 520 South 250 East Smithfield, Utah 84335
Davis	Les Broadhead	Clinton Elementary 1101 West 1800 North Clinton, Utah 84015
Iron	Wayne Mifflin	Escalante Valley Elementary Star Route Box 38 Beryl, Utah 84714
Jordan	Ilona Pierce	Midvale Elementary 385 East Center Midvale, Utah 84047
Millard	Barbara Nielson	Delta South Elementary 450 South Center Delta, Utah 84624 Fillmore Elementary Judy Krause 430 South 500 West Fillmore, Utah 84631
Nebo	Lynn Jones	Payson Jr. High 1025 South Highway 91 Payson, Utah 84651

Nebo (Cont.)		Taylor Elementary 40 South 500 West Payson, Utah 84651
North Sanpete	Reed Miller	Mt. Pleasant Elementary 55 East 100 South Mt. Pleasant, Utah 84647
Ogden	John Ulibarri	Dee Elementary Julio Cortez 550 East 22nd Street Ogden, Utah 84401

At present, attempts are being made to consider the possibility of piloting two programs in other geographical areas in the state. The first is in Vernal, which is in the northeastern part of the state, and the second is in Blanding, which is in the southeastern part of the state.

WHERE MORE INFORMATION CAN BE OBTAINED

The Migrant Education Program in Utah is coordinated and directed from the Utah State Office of Education. For more information, please contact the Migrant Education Office (801) 538-7725, Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah 84111.

INSERVICE TRAINING SCHEDULE

Date	Location	Participants	Objectives
1/16/92	Salt Lake City	All project and site directors	Update on current thinking and policies in administration
5/8-9/92	Salt Lake City	All migrant staff	Provide inservice training such as health, diagnostic math techniques, classroom management, how to direct and correct positively, how to talk to kids about drugs, strategies to spark success for secondary students and parental involvement, identification and recruitment
6/17/92	Mt. Pleasant*	Parents and staff of local district	Provide training and inservice for parents

6/23/92	Ogden*	Parents and staff of local district	Provide training and inservice for parents
6/29/92	Bear River*	Parents and staff of local district	Provide training and inservice for parents

*State PAC meetings

HOW THE SEA SUPPORTS LOCAL MIGRANT PROGRAMS

The SEA provides ongoing training, inservice, technical assistance, and other support services to local programs. Assistance is readily available for questions on eligibility, filling out forms correctly, helping with individual problems, and securing training activities as requested by the LEA or determined by response to school communication.

ON-SITE REVIEW VISITS

As part of the SEA responsibilities, on-site evaluations, with the use of formal monitoring instruments and SEA staff, are conducted. This process allows the SEA to be apprised of teaching activities, models, coordination with local resources, and other administrative responsibilities required by the LEAs. The on-site review letters, as listed in this document, are the result of extensive discussions and debriefings. The SEA will assist LEAs to make any adjustments necessary to their programs. This process also maintains open lines of communication among the SEA and LEA staffs.

Alpine School District

An emphasis of the early childhood program in Alpine was the hiring of bilingual teachers and aides who were able to communicate in the language spoken in the home. Because of the many different cultures, there were activities and bulletin boards that facilitated cultural awareness. Classrooms were organized in learning areas that were conducive to socialization, and fine and large motor skills.

Alpine had a wide variety of activities specifically oriented for secondary students. Staff were aware of the areas of need of each individual student and the credits needed for makeup. Teacher-generated materials, individualized for each student, proved to be more effective than the typical lecture method. Specialized instruction was provided for two eighteen-year-old students who were practicing their English skills in preparation for attending the technical college in that locale. Another student will receive partial credit upon completion of an individual packet developed by the Alpine School District's Continuing Education Department. These packets allow students to make up classes or advance in specific areas of their choosing.

Students were able to use the computer lab for writing activities and assignments which facilitated the development of their writing and composition skills. They were given the option of completing assignments in either Spanish or English. Journal entries were made on a daily

basis by the students.

The recruitment effort produced an increase in enrollment through the use of traditional and non-traditional recruitment methods. Effective parental participation resulted as parents were encouraged to assist in providing instruction in the classroom under the direction of the certificated teacher. The Alpine School District holds Parental Advisory Committee meetings year round. The committee is composed of seven members.

Box Elder School District

The use of developmentally appropriate practices, which allowed the children to actively participate in a natural and spontaneous environment, was observed in the early childhood classroom. Various activities were effective tools in teaching children social and academic skills that were exciting and enjoyable to students. The director has developed effective coordination between the Migrant Education Program and Migrant Head Start to the extent that all preschool children are served either through the Migrant Education program or the Head Start program.

Children spent 30 minutes each day at the computer using various software: the older students use the computers one hour per day. Effective strategies were used for academic instruction through the use of this high-tech tool and students participated in appropriate and relevant activities based on their assessed needs.

The secondary teacher has implemented the use of the PASS level course curriculum. Writing projects focused on issues such as the pilgrims, Native Americans, challenges faced by the black population, etc. Books located in the classroom supplemented the basic text with a wide variety of topics that students could select and take home. Students were able to earn partial credits in English, history and physical education during the summer. These courses were determined by the needs assessment of the students who participated in the summer program. Students were encouraged to discuss and verbalize their desires. They were also required to participate in daily writing activities. Vocational awareness was also provided so the students had information on other possible careers available to them. Individualized instruction was given to help students identify their interests and fortes.

Cache School District

Extensive work on the arrangements and scheduling of classrooms to accommodate preschool and the other lower grades has been made. Classroom arrangements, materials and supplies reflect the consideration of students in the younger age groups. Activities provided for the three and four-year-old children were those learned at the inservice training session provided by the State Office of Education. Staff in the early childhood program have received intensive inservice training and are applying those techniques in the classroom setting.

The teachers, recruiter, on-site coordinator, and the director have a positive relationship with the parents in the program. Parents feel comfortable in coming into the school to discuss their concerns. Staff reflect a caring and supporting attitude toward parents and their children. The curriculum and lessons taught show special consideration of the various ethnic populations of

the students. Special consideration has been given in hiring staff, certificated teachers and teaching assistants who have bilingual skills and, in many instances, bicultural experiences.

Davis School District

The classroom arrangements and resources for the early childhood students were organized specifically to promote positive learning environments for the different age groups. The environment was comfortable and well organized. The bilingual teacher was especially important for these students because of her extensive experience in migrant education and expertise with bilingual and bicultural populations. Students who helped to assist the classroom teacher added another positive dimension to the program.

There was a positive, supportive environment for the migrant students. The daily grouping of teachers and sharing of ideas and the daily schedule proved beneficial to the overall program. Interaction between students and teachers was geared to achieving specific tasks. Instructional materials were teacher-developed specifically to the needs of the students and appropriate to their grade levels. The use of peer tutoring was observed through the use of small groups. Reading and math programs were organized according to skill levels. The computer was used on a daily basis to help students become more familiar with its use.

A component of the Davis migrant program that the team found commendable was the joint venture with the Corazon program. Volunteers helped during the summer and added a great deal to the program which helped keep the student/teacher ratio smaller.

Iron School District

Students in the Iron School District program benefitted through the use of the school computer lab where they were able to learn about the latest technology. All grades had access to the computers where they received specific instruction on their use. The older students participated in various writing activities and were taught the proper components of a business letter. While the teacher provided the format, students were given the option of developing their own style. This process enabled students to develop their own thoughts and allowed for creative writing.

Promotion of a positive self-esteem through the use of goal setting is stressed in the program. Students are encouraged on a daily basis to strive to achieve their goals. This activity was primarily for the upper grade children. Students were given lessons on positive "self-talk" and the importance of repeating positive statements and thinking positive thoughts. Children's art was displayed throughout the hallways in the school building depicting students' ancestry, history, pride and culture. Students' self-traced profiles were also displayed. These activities encouraged students to be creative and express themselves in their individual ways.

Parents are actively involved in providing information about planning and implementing the program. Because of the involvement of parents and the sincere concern of staff members, emphasis is placed on the culture of the students. During parent meetings, parents share different ethnic dishes that they prepare. The use of bilingual staff adds to the effectiveness of parental engagement in the program. Parents also participate in field trips and have been involved in the classroom.

Jordan School District

Preschool children were served through a home teaching program. Educational packets were developed by the school district and were age-appropriate for the students. The recruiter provided the major instructional services in the home and established a comfortable working relationship with the parents and the students. Materials were left in the home so children could use them at their own pace. Materials provided opportunities for students to develop fine motor skills by coloring, cutting, and pasting. This method of home teaching has proven effective because parents were present and the child felt a sense of security and was able to focus on learning new information.

Each migrant student participating in the Jordan program had an education plan. Staff members were aware of the various skill levels of the students they were working with. Writing skills were developed through daily journal writing where children expressed their feelings about the school, their home, and the environment. Students had access to the computer lab which utilized WICAT and WASATCH software. The teacher was able to choose appropriate levels of instruction for each student to work on while they were in the lab. Most of the staff in the Jordan program were bilingual and able to communicate with students in their home language.

Secondary students attended Valley High School to earn or make up credit. Aides helped reinforce students and served as liaisons between the students and their regular teachers. The Technical Center was also used where students could develop an awareness of programs such as nursing, electronics, plumbing, and mechanics.

Other non-migrant funding sources include the use of an education pool of tutors, in-class direct instruction, part-time psychologists, books written in Spanish, parent ESL classes, and survival skills. Staff worked diligently to receive services from local churches and community organizations. The team recognized that staff had worked hard at being creative and utilizing resources available in the community to assist the migrant students and their families.

Millard School District

There was a cooperative nature between Migrant Education and Special Education which provided a quality delivery of services to the students. Educational plans developed by Special Education were shared with the migrant staff so they could continue working on specified skills. Each student's education plan was individualized and specifically geared to the student's academic strengths so learning would be a challenging experience.

Sterling Scholars from the high school were used in several classrooms where they assisted in classroom activities in their areas of expertise which added a special and unique quality to enrichment activities during the summer program. A positive and comfortable relationship was observed between teachers and students. This was due in part to the bilingual staff who were able to communicate with students in their dominant language. The Millard program also has a computer program for the students.

Staff have a positive attitude about the students and are committed to the educational progress. Student self-esteem is enhanced through displays of their work in various places throughout the building. Daily monitoring helped students to see their progress which reinforced their learning.

Nebo School District

There was evidence of sincere and concerted efforts to assist parents in the education of their children. Activities for parents were geared so they would become more active in the program. The efforts of staff members to meet the needs of parents' requests, such as income tax questions, medical services, and various other types of information, were impressive.

There was an efficient coordinated effort between the Migrant Education summer program and other summer programs occurring in the school. This resulted in a positive exchange of academic information. Special education needs were being met in the classroom where students were mainstreamed, and instruction was individualized to meet the needs of each child.

The secondary education program addressed many of the needs of the students. Students were given the opportunity to learn computer skills and to become acquainted with different software programs. Students received instruction in using correct keyboarding skills. A counseling curriculum was provided students which included note taking, study skills, proper use of a text-book, and journal writing. Students also participated in home economics classes (cooking, sewing, nutrition, consumer skills) and shop. Students were able to earn partial credits in classes listed above as well as math, science, and English.

North Sanpete School District

The high school facility provided an excellent setting and resources for the secondary students. The WICAT lab facility was comfortable and conducive to learning. Students also received services through the high school Learning Resource Center and the PASS program. Instructional programs were developed based on academic deficiencies determined through needs assessments and information from the junior and senior high schools. The WICAT system was also used for older students to prepare for the GED. With the increase in the number of secondary students returning, it is apparent that there is an atmosphere of support experienced by students participating in this program. As part of the instructional process, the teacher utilizes an ESL approach for students needing extra help in English.

The preschool teacher was able to communicate with students in their home language. Activities to develop gross and fine motor activities included hammering nails into wood, bicycle riding, climbing on play structures, art activities, cutting and pasting. Special attention was made for socializing and a positive environment promoted academic achievement. Special coordinated efforts between the Migrant Education director and the Special Education teacher are commendable.

Over the past several years, the SEA has noted an increase in the numbers of students recruited and the attendance/participation in all grade levels, especially the secondary level students. It was apparent there was a great deal of communication between the recruiter, the schools and the parents. The recruiter performed a critical function as a liaison/outreach connection between the homes and the schools, as well as assisting with community needs they may have. In reviewing positive comments made by parents about the Migrant Education program, we felt this was attributable to the excellent recruitment efforts made in this community. Special efforts were made to provide transportation for parents to attend meetings. This assured increased parental participation and more effective parental involvement occurred.

Ogden School District

The Ogden program embarked on a new venture in securing services for the three and four-year-old students. Contact between the SEA, LEA and Weber State University Child and Family Studies Department was made to coordinate services between the university and the Migrant Education program. Through special involvement with university staff, the Early Childhood Education component was organized, developed and implemented. The results of this coordination provided a bonus to migrant education students and Early Childhood Education Specialists at Weber State University. Extremely comprehensive and individualized lesson plans had been developed by teachers. Classrooms were organized in learning centers where children were given various options from which to choose. There was excellent use of play-based intervention. Organization and implementation of the lesson plans were balanced and comprehensive.

Daily lesson plans in the elementary grades described the curricular and non-curricular activities planned for each day. The record-keeping system tracked daily student progress so that adjustments for mastery or non-mastery of subject matter could be recorded. Programs were educational, interesting and fun. Students demonstrated a willingness to participate in all phases of the program. The use of computers for developing creative writing skills proved to be a positive and worthwhile educational system providing students with the opportunity to become computer literate.

The Ogden program has taken advantage of the availability of community resources that provide help and contribute to the program. The program was commended for its participation in the Reading is Fundamental program which provided each student with his/her own book. Another enhancement to the Migrant Education program was the arrangement and selection for students to participate in the Space Camp Program. Two students were selected to participate in this unique program.

Secondary education students were monitored through a tracking system. Teachers were apprised of the students' current status and areas in which they may need help to make up credits. The secondary teachers were working with students on various subjects and levels and were providing individualized instruction. Students were engaged in their own individual tasks. An encouraging commitment of staff was observed in the use of flexible schedules where students were given the option to choose days/times they could attend and credit was awarded accordingly. Teachers tracked the number of hours students participated in the school setting. Ogden also participated in a pilot project for P.A.S.S.

Ogden School District has built a comfortable environment where the parents can come to school, have lunch, and observe their children and the teacher in the classroom. Of considerable note is the large number of parents present at various school functions. It was noted that parents were involved in various parent meetings and other community functions.

APPENDICES

Parent Activities

Volunteerism	
Parents in Schools	48
Parents on Field Trips	53
Parents Helping Recruit	24
Other Volunteers	56
Volunteer Hours	1788

Parents Participating in Input Processes	
Decision Making	93
Problem Solving	82
Program Planning	100

Other Parent Activities	
Parents Involved in At-Home Learning Activities	28
Parent Responses to School Communications	343
Parent Visits to Classes	396
Parents Employed by LEAs	7

Parent Meetings Held	
Back-to-School Night	5
Open House	5
Student Programs	3
Parent/Teacher Conferences	8
Luncheons	13
Parent Workshops	5
Other	5

Parents Attending Meetings	
Back-to-School Night	188
Open House	109
Student Programs	348
Parent/Teacher Conferences	346
Luncheons	24
Parent Workshops	58
State PAC Meetings	352
Other	445

Home Contacts by Teachers

General Contacts	
Flyers	137
News Letters	124
Calendars	108
Class/School Policies	100
Meeting Notices	325
Handbooks	1

Personalized Contacts	
Phone Calls	301
Notes	229
Personal Visits	194
Student Progress Reports	201
Discipline	124
Homework	112
Health Regulations	105
Suggestions for Helping Children	34
Notice of Absences	2
Notice of Academic Difficulty	20

Home Contacts by Recruiters

General Contacts	
Flyers	270
Calendars	42
Class/School Policies	1
Meeting Notices	109
Handbooks	216

Personalized Contacts	
Phone Calls	726
Notes	385
Personal Visits	612
Student Progress Reports	104
Discipline	24
Health Regulations	9
Suggestions for Helping Children	12
Notice of Absences	12
Notice of Academic Difficulty	124
Parent Surveys	10

The Migrant Education Program in the State of Utah served 1,937 students during 1992. The following demographic data reflect the composition of migrant students served in Utah.

Gender

	Number	Percent
Male	1029	53%
Female	908	47%
Total	**1,937**	

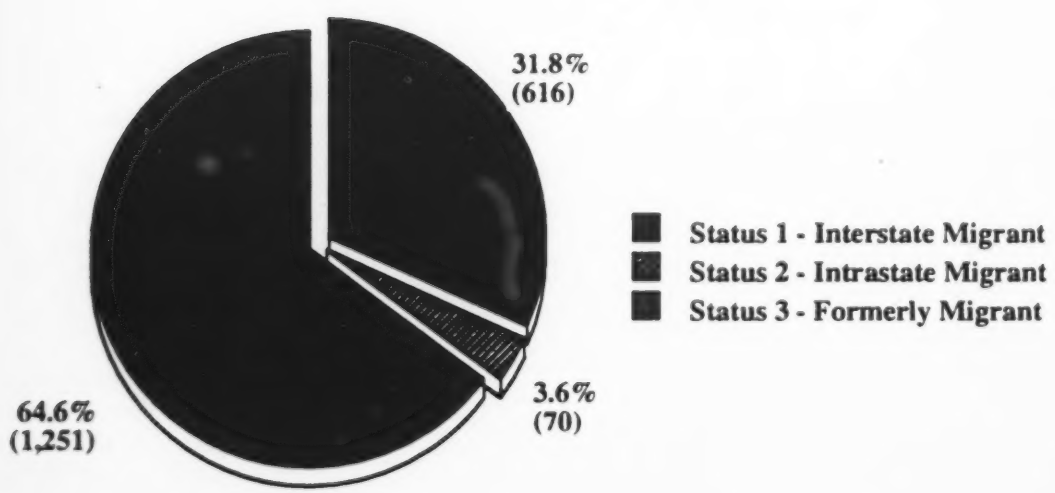
Race / Ethnic Origin

	Number	Percent
Hispanic	1744	90.0%
American Indian or Alaskan Native	114	5.9%
White (not Hispanic)	47	2.4%
Asian or Pacific Islander	32	1.7%
Total	**1,937**	

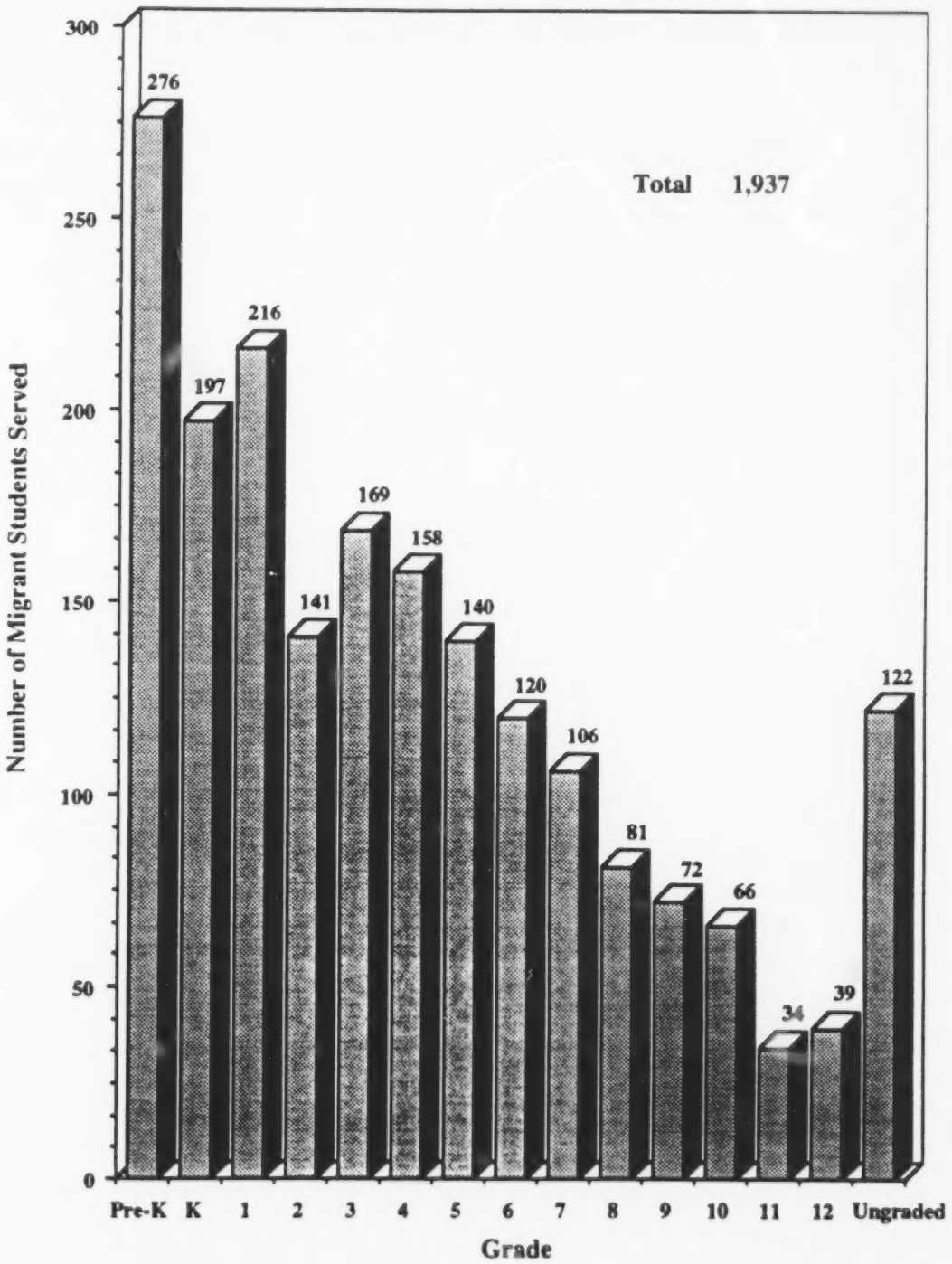
Students with Disabilities

	Number	Percent
Male	9	0.87%
Female	9	0.99%
Total	**18**	**0.92%**

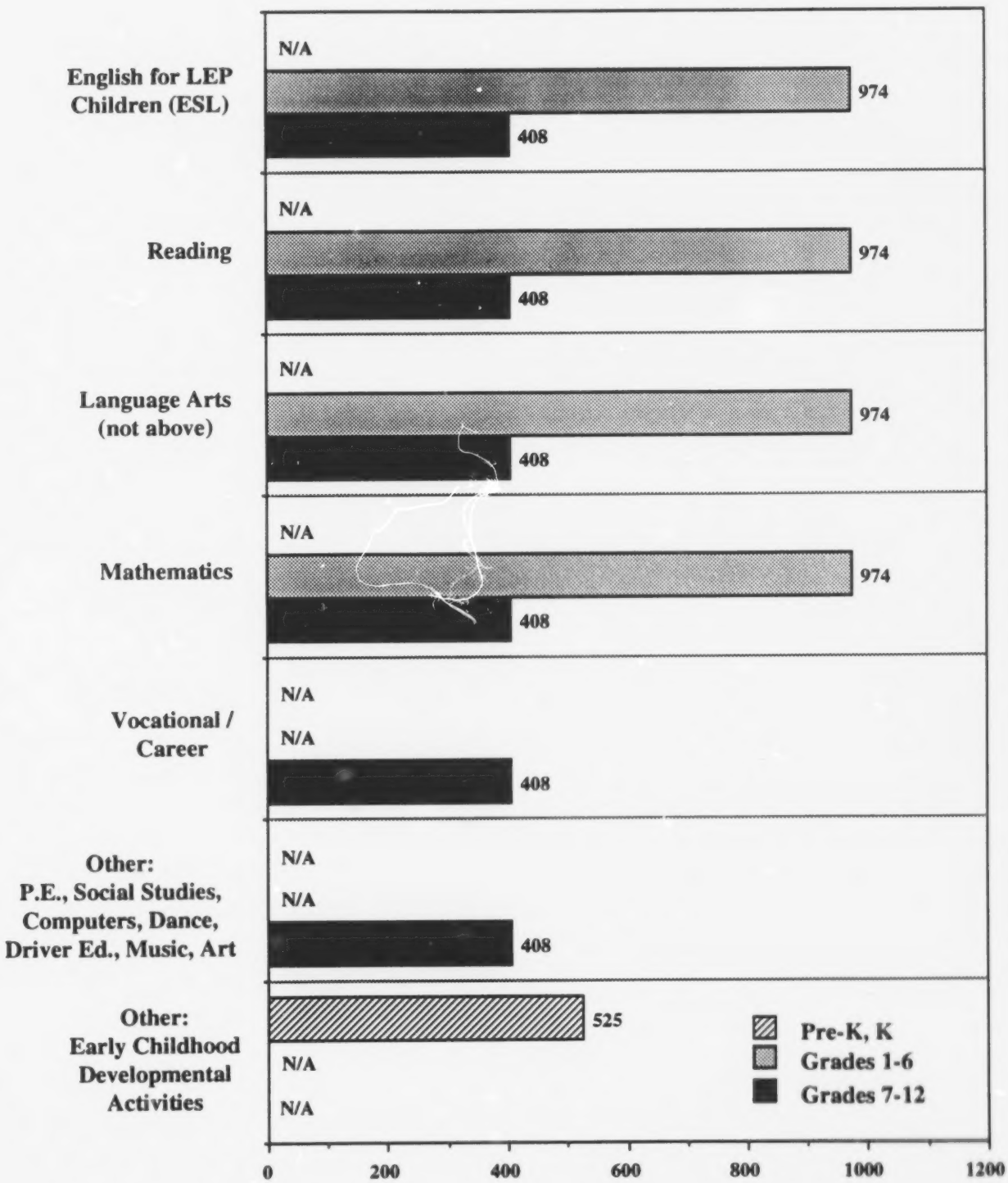
Status of Migrant Students



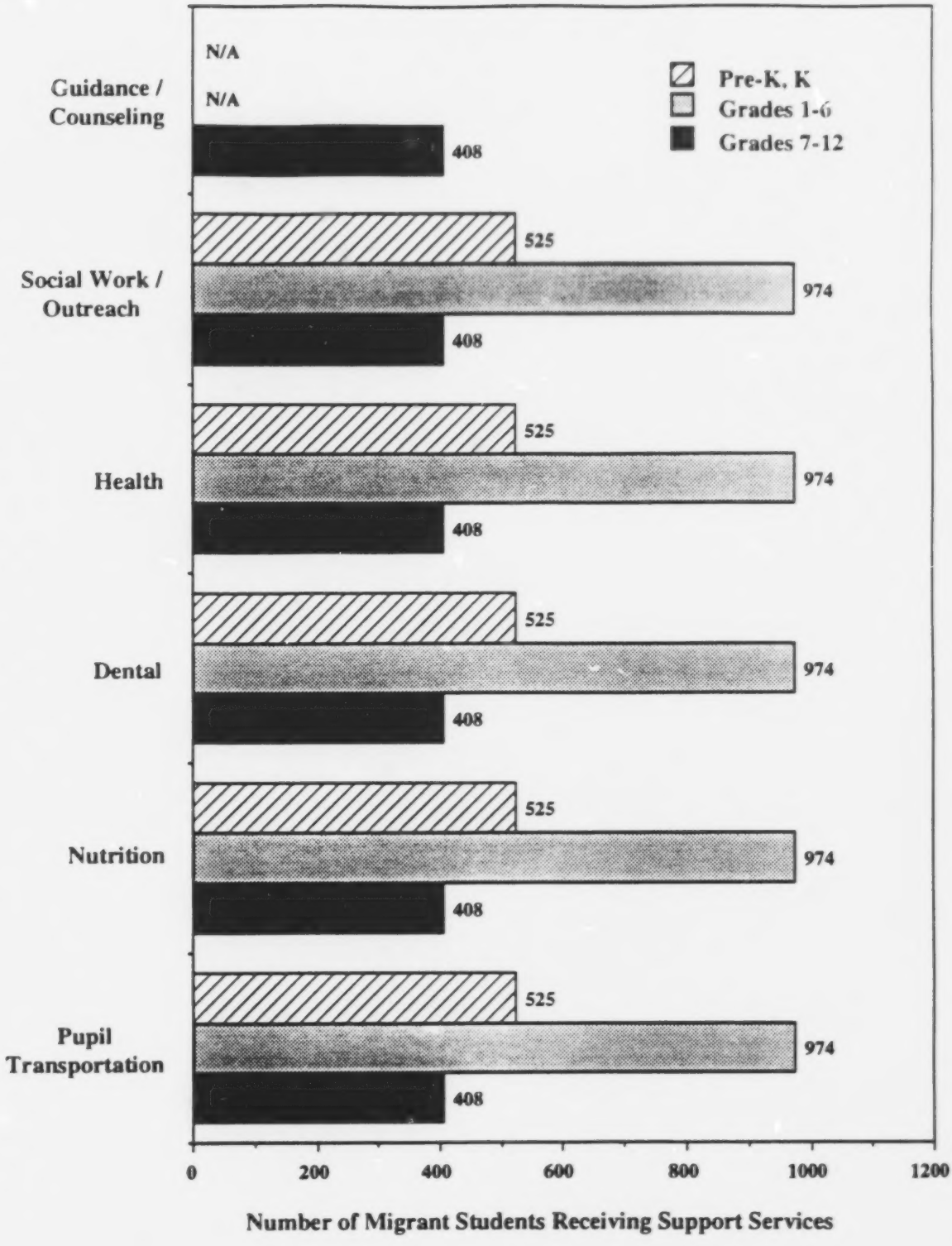
Students Served by the Utah Migrant Education Program (1992)



Instructional Services Provided by the Utah Migrant Education Program (Summer 1992)



Support Services Provided by the Utah Migrant Education Program (Summer 1992)



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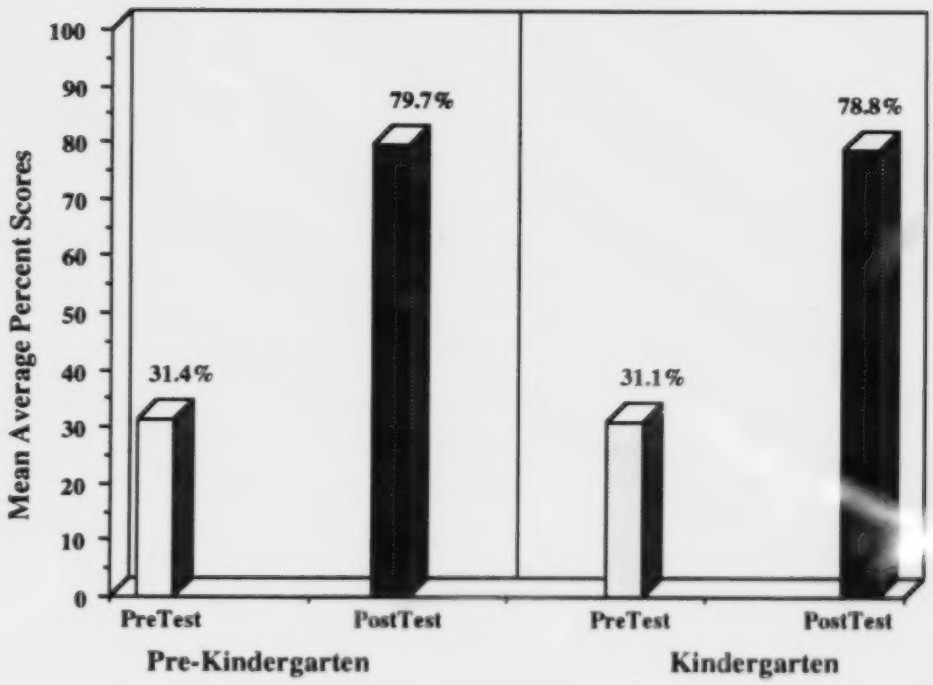
Developmental Skill Gains for
Pre-Kindergarten & Kindergarten
(1992)



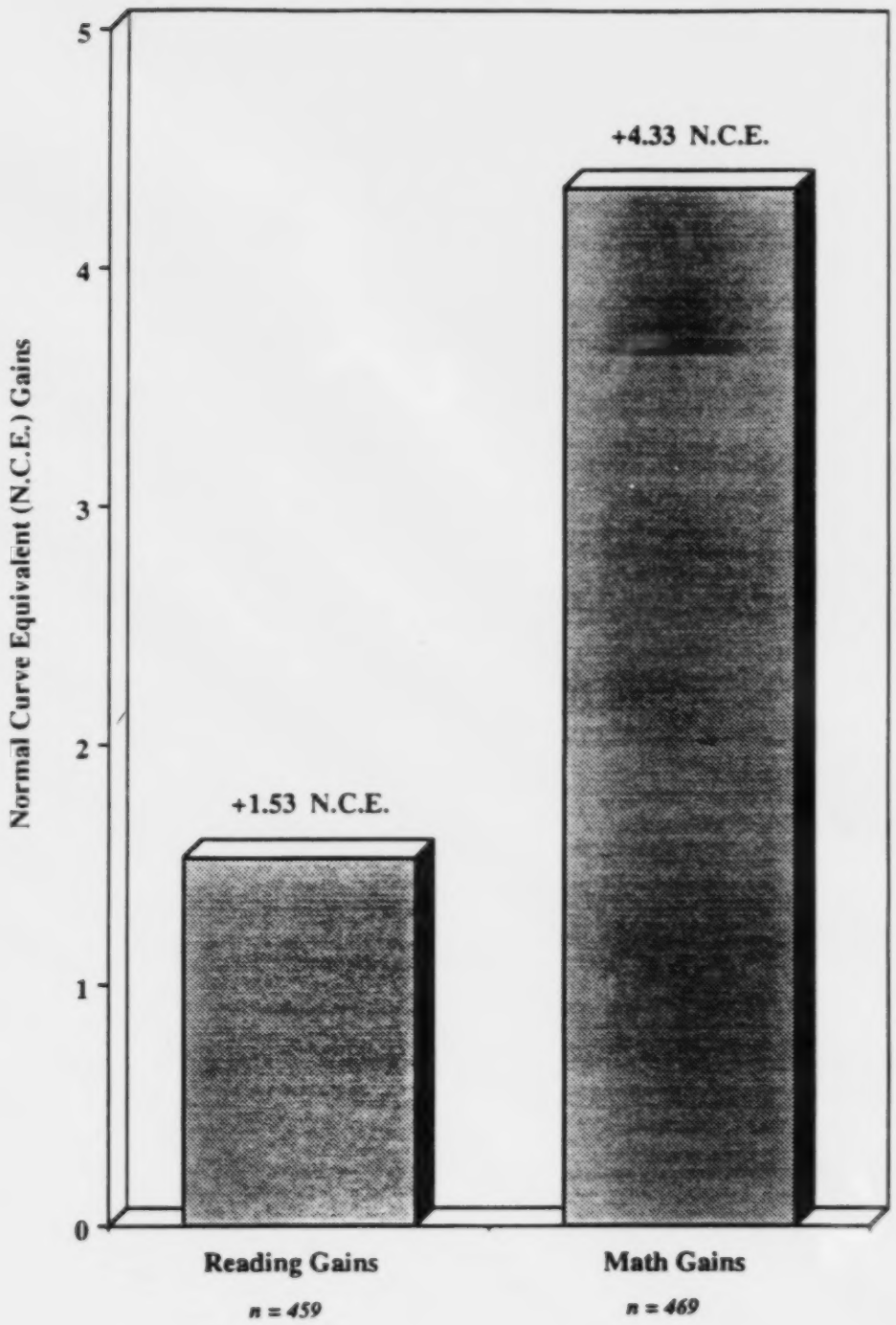
Early Childhood Migrant Education in Utah

In an effort to depart from traditional curriculum approaches to early childhood education and to provide more appropriate learning activities for young children, the state of Utah worked collaboratively to develop curriculum materials, instructional strategies, and assessment instruments to encourage the use of developmentally appropriate activities for migrant students ages 3-5.

Migrant students were given an assessment to measure incoming readiness and skill development. At the conclusion of the summer migrant program, the students were again assessed to determine how successful the program had been in helping the young children in acquiring the social and readiness skills that could help them to be successful as they entered school.

The Pre-Kindergarten-age students involved in the summer migrant program averaged an increase of 48.3%. The Kindergarten-age students averaged an increase of 47.7%.

Achievement Results of the Utah Migrant Education Program (1992)



Aggregate Scores for Grades 1-12

B - 2

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